URBAN ADJUDICATION PANEL

WINNIPEG SCHOOL DIVISION NO. 1

COMPENSATORY SUPPORT PROGRAM

NOVEMBER 16, 1987

Manitoba
Education

A G E N D A

URBAN ADJUDICATION PANEL MEETING

MONDAY, NOVEMBER 16, 1987

9:00 A.M. - 4:00 P.M.

A G E N D A

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

MONDAY, NOVEMBER 16, 1987
9:00 A.M. - 4:00 P.M.

BROWN BOARD ROOM
124 KING STREET

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11)	TIMED ITEM AT 11:00 A.M. - NORWOOD SCHOOL DIVISION #8 APPEAL - COMMUNITY LIAISON PROGRAM	

*NOTE - PROPOSALS AND EVALUATIONS WILL BE AVAILABLE IN THE BROWN BOARD ROOM ON FRIDAY, NOVEMBER 13, 1987.

MINUTES

URBAN ADJUDICATION PANEL
MINUTES OF MEETING
MONDAY, SEPTEMBER 21, 1987

URBAN ADJUDICATION PANEL MEETING

SEPTEMBER 21, 1987
MONDAY

BLUE BOARD ROOM
124 KING STREET

IN ATTENDANCE:

PANEL	STAFF
Gerald McConaghy	Pat Rowantree
Sylvia Taylor	Carolyn Loeppky
Pauline Clarke	Suni Matthews
Richard Graydon	Juliette Sabot
Ben Zaidman	Astrid MacNeill
Jeanette Fortin	Darlene Plett

MANITOBA EDUCATION AUDITOR
Tom Thompson

REGRETS: Anne Jefferson

REVIEW OF AGENDA - PAT ROWANTREE

Pat began the meeting by noting changes in the agenda.

1) The St. Vital S.D. #6 appeal has been withdrawn but Carolyn will provide further information to the Panel later;
2) The Transcona-Springfield S.D. #12 appeal will be at 10:30 a.m.;
3) There is a New Request - Parent Program Assistant for Early School Years.

1) INTRODUCTION - PAT ROWANTREE

Pat introduced a new Inner City Team member - Astrid MacNeill, who will be working in the area of community development. Tom Thompson, the internal auditor, was also introduced.

Pat gave a short overview of the Inner City Initiative. The Core Area Initiative grant was started in 1983 with an amount of $2M. The Compensatory Grant was also started at that time and was initially a formula grant delivered in-house. The purpose of the Team is to provide coherency in program delivery. The Team administers both grants - the Compensatory and the Core Area Education Support Services Program.

Overall responsibilities of the team members include:
-special assignments and activities;
-ongoing, daily activities;
-contacts with community groups and non-profit agencies;
-program development.

Each Team member highlighted several of their responsibilities:

CAROLYN: - contacts with Winnipeg #1 and Metro school divisions;
- coordination and management of Core Area Initiative grant;
- teacher aide training;
- teacher paraprofessionals and parent professional areas;

SUNI: - major responsibility for program development with Winnipeg #1;
- special assignments include alternative and special education, multiculturalism;

JULIETTE: - Early Childhood Education, pre-school and Early School Years projects;
- Parent Child Centres;
- E.L.D.N.S. - 16 elementary schools in Winnipeg #1 and 9 high schools (last year);

ASTRID: - 2 schools - Dufferin and Argyle;
- community contact;
- public information materials;
- identify needs that exist and try to meet those with highest needs;
- learning centre;
- community development and fine arts are resources.

2) REVIEW OF MINUTES

Ben Zaidman noted that on page 1-2 of the Booklet, in the minutes from the May 21-22, 1987 meeting under number three, 1987 should be changed to 1986.

3) WINNIPEG SCHOOL DIVISION NO. 1 - REPORTS AND INFORMATION

Suni indicated that she would not speak on all of the projects listed, but only on the Elementary Counselling, Elementary Migrancy, Special Needs - Division Wide, Cecil Rhodes Challenge Program and Weston Writing to Read. If Panel had questions, on other projects, she would be happy to respond.

ELEMENTARY COUNSELLING:
The Division addressed the question of full-time vs. part-time aide activities in the spring of 1986. In the spring of 1987, the evaluation was received late, however it was extensive.

Suni handed out the Executive Summary and Conclusions of the spring 1987 report to the Panel. It was noted that on page 2 of the report, there were no significant differences on part-time vs. full-time. The researcher went to examine each individual program in the schools, therefore the report became quite extensive. This report did not look at the qualitative differences. The form used by counsellors did not address this issue. On the second last page of the Conclusions - #8, the researcher outlined the need for further examination of the project.

The researcher has met with the elementary counsellors and school principals and has shared results of the study, and a record form with counsellor input will be developed.

Mulvey and John M. King are two new project schools. Staff would appreciate input from the Panel on what they would like to see done.

Gerald - is the issue of trained counsellor addressed?
Suni - not addressed in the evaluation.
Ben - what change has occurred?
Suni - this has not been measured/evaluated. But these two new school programs will give us the opportunity to look at that.
Pauline- the Division is looking at a recommendation to look at the qualitative impact of the program.
Sylvia - what type of professional development, training program, work with children has to be done? A profile should be included.
Pauline- the Division has put in place a statement for a clearly defined role of the counsellor.
Suni - coordinator's function;
group counselling;
individual counselling;
These are the three functions. The coordinating function received the least attention.
Pat - Look at new schools and environmental factors and personnel factors. Ask for these factors to be collected/examined?
Sylvia - would be helpful/important.

Need a list of critical factors - a base to start from - benefits to students.

Pat - the last two pages describe an evaluation cycle;
Year 3 action plan would act on Year 2 recommendations, Year 4 would act on that action plan.

MIGRANCY:

Suni - In spring of 1986 the Panel recommended funding contingent upon the Division's response to the recommendations in the Knowles evaluation by July 15, 1987.
Pages 3-14 to 3-15 - responses to the recommendations;
Pages 3-11 to 3-12 - responses by Knowles to those recommendations.
Re: points 5.1 to 6.3 - staff is seeking direction through the Panel.

Gerald - finds responses somewhat meager;

Sylvia - agrees with Gerald - responses are somewhat global;

Gerald - page 3-12 point 4.1 - response to Panel's concern really isn't answered. The answers aren't flushed out.

Pat - We are presently holding funds on this program;

Pauline- noted that she would act on the recommendations made by Panel at today's meeting. The Division's internal structure has changed. They have advertised a position for Inner City Consultant.

Sylvia - coordinator vs. consultant - what is the difference?

Pauline- Coordinator has staff that report to him/her. Would like to clarify responses. When Panel asks for more comments back, do they want a response to the most recent update?

Pat - Panel would want most up-to-date information and would like more current, in-depth reporting.
Hold funds until November/87 Panel meeting?

Pauline- if funding is not received by the end of November, the Division must lay off teachers. There is concern over this issue.

Panel - does not dispute the importance of this program, but would like more specific responses.

Richard - there must be masses of data, as this is a fourth year program. Is also concerned about teachers being in a tight situation.

Gerald - no point in having a Panel if specific points, etc. are not being reviewed properly.

Richard - are the questions being asked by Panel so substantial that they will put the program in jeopardy?

Jeanette and Ben - also agree with Gerald.

PANEL RECOMMENDATION: **-asks for review;**
-more specific action plans;
-better documentation.

Will review again in November and then release the funds if satisfactory. The Panel recognizes the value of this program and strongly supports it.

4) APPEALS

Pat gave the Panel a short introduction on the appeal process prior to the beginning of the Appeals. If a school division is not satisfied with a Panel decision, they can bring forth in person at the Panel's next meeting. There have been only two appeals in the past - St. James-Assiniboia School Division No. 2 gave an appeal when Panel awarded them with a .5 counsellor instead of a full-time counsellor position; and River East School Division No. 9 appealed a decision regarding the Teacher Mentor pilot.

Traditionally, the appeal by the Division is presented first for about 20 minutes and then there are a few minutes left for Panel's questions to the presenter.

ST. VITAL SCHOOL DIVISION NO. 6 - COMMUNITY LIAISON WORKER
Carolyn presented this appeal to the Panel. There has been a change in administration - a new Superintendent was hired this year.
Panel stated that this program should continue to have a high priority in this Division.
The Division wants more time to work at the grass roots level before venturing to add new dimension in program thrust. The French Program at Lavallee School has a large percentage of students bussed in from the school division at large.
Pauline- will this affect the overall plan for the program?
Carolyn - there is potential for this proposal to come forward again.

TRANSCONA SCHOOL DIVISION NO. 12 - PARK CIRCLE SCHOOL
Pat stated that the Community Liaison Worker and the Child Care Worker focus was on therapeutic work with children. Panel raised this issue last May and also mentioned that many schools have these types of children and what have they done? The Division is prepared to discuss types of intervention that their school will offer.

Carolyn introduced Gerry Saleski - Consultant for Special Education; and Vic Sellers - Principal, Park Circle School.

Vic Sellers handed out copies of the original proposal to the Panel members.
He began by stating that the school doesn't have necessary supports - it has a lot of program modification.

Gerry Saleski added that this school is part of the regular school system and goes through a review regularly. Park Circle staff went to Marymound and Knowles to observe their programs. How would these services tie in with what our Division provides? There is quite a waiting period at Park Circle School. They would like to provide a more intensive component within the Division. They would like to see an evolving program that would retain the students in the community and use Park Circle as a diagnostic centre - which would then send the student back to the home school. The objective is to get these services into the community.

Vic Sellers indicated that the school gives skills to the students, which they need to participate in a regular program. The majority of the parents are very pleased with what the school has done. Very few drop-outs - they have introduced many to the vocational program. Most students stay for 2-3 years. Parents have the final say in what happens to their child. The school works very closely with social workers and NEW FACESS.

Gerald - re: home community - are all the kids from the same school?
Gerry - No, they are all from the same Division.
Gerald - What is the reason for acceptance of the student? Academic weakness? This is grade 6-9 - what happens in the elementary grades?
Gerry - the school offers transition 7 (which is not quite junior high and not quite elementary).
Gerald - contradiction between the way they set up Park Circle and the policy on mainstreaming?
Gerry - cited example of student for whom Park Circle didn't work.
Sylvia - how many students in Transcona-Springfield School Division? (8,000) How many junior high schools in the Division? (5) What workers do you have available in those schools? Counsellor population?
Gerry - There is one counsellor per junior high school - same with resource staff.
Sylvia - Is there a clinical profile in place? The rate of return to the schools - likes the 3- to 4-month turnover rate.
Pauline- can appreciate the value and necessity of the program. can also see Panel's mandate for inner city characteristics as a target group.
Is concerned about the catchment area in the this Division.
Richard - interest in intent to provide a re-entry process.
Gerry - Would like it to be much shorter in time than previously.

Richard - what changes will you make to effect a four- to six-month turnaround?
Vic - sending school must maintain ownership of the student.
Richard - what do you mean by 'therapeutic'?
Vic - someone qualified to give kids therapy as far as coping with management, behavioral characteristics.
Jeanette- involving families - how is it done?
Vic - problems with this - many are working - can't get them to come to the school.
have elicited much information from the parents.

At this point, Gerry Saleski and Vic Sellers left the Board Room to allow Panel members to discuss and make their decision. Pat Rowantree thanked them for coming and added that Carolyn would be in touch with them shortly to inform them of the decision. Gerry and Vic also thanked the Panel for allowing them to present at the meeting.

PANEL DISCUSSION/DECISION:
Pauline- would like to see that it fits within the Compensatory terms of reference.
Pat - there are obviously academic/emotional problems here, but what are the conditions of poverty?
Gerald - difficulty with the conceptual framework.
Sylvia - problem with whether it really is in the core area characteristics.
Richard - philosophically opposed - during school time staff should not work in a therapeutic mode. Segregated settings do not provide quick fixes and never has a turnaround occured in four to six months.
Social worker in the evenings?
Panel has sympathy for the principal. The school certainly has enough professional staff, however - more than the other junior highs in that Division.
Panel agreed not to fund.

SPECIAL NEEDS:
Knowles evaluation (we did move some dollars out of this area); This was submitted in the spring of 1986 for the third year of funding. The Division did not submit responses that Panel asked them to submit by July 15, 1987.

Pages 3-18 and 3-19 - responses of the Division to the recommendations of the evaluation.
Attention directed to response 5-9 - staff would like some direction from the Panel.

Sylvia - what is the Special Needs Teachers' Support Group?
Suni - the inner city coordinator pulled together teachers to share program information - input from special needs teachers. This was their first meeting in a formal setting. The teachers found this beneficial/helpful.
Gerald - #8 - change re: internal structure of the Division.

Pauline - consultant
Gerald - why was #9 not implemented?
Suni - at this time, the person did not share this information with staff.
Pauline - Division could not afford to implement this.
Pat - again, Panel agreed to HOLD FUNDS in spring until this September meeting - to be decided then. The evaluation has raised some real questions.
Suni - in this program, the teacher registers a classroom and the thrust is in working with behavior rather than an academic process. In this particular case, the teacher had to deal with some pretty emotionally disturbed kids without the back-up.
Sylvia - what direction do they want?
Pat - Panel should decide first whether the recommendations' responses are adequate.
Does Panel want the Division to come back with a more detailed response in November/87 and HOLD FUNDS until then? Panel agreed with Pat's statement.

CECIL RHODES CHALLENGE PROGRAM:
The school is no longer interested in administering this program. They are looking at an alternate location for the program. This proposal will be resubmitted in November/1987.

WESTON WRITING TO READ:
This report will come in June, allowing a full year for the evaluation.
Kindergarten students not included in this year.

Pat asked if there were any more questions from the Panel.

Sylvia - re: Wi Wabigooni - will they continue to stay in the same location until a new one is found? Suni - yes.
re: Curriculum Development - will the materials be made available to other school divisions? Pat - yes.

L U N C H B R E A K

5) METRO SCHOOL DIVISIONS - REPORTS AND INFORMATION

Carolyn - the contingencies for River East and St. Vital School Divisions have been met since publication of the Compensatory Booklet.
River East #9 - Interim Report due April 15/88;
St. Vital #6 - Interim Report due January 3/88.

Gerald - would like to refer to non-Winnipeg #1 as **METRO WINNIPEG SCHOOL DIVISIONS** from now on. Panel agreed.

6) FINANCIAL UPDATE

Carolyn handed out an update to replace pages 6-1 to 6-7. Two sections pertinent are A and B. In 1988 we anticipate that two million dollars will be available for grants.
The balance for 1987 will not be used at all if it is not spent by November.

Pauline - from the school division's point of view, the fall round is a difficult thing.
Programs have already begun in September, etc.

7) NEW PROGRAM REQUESTS

EARLY SCHOOL YEARS - PARENT RESOURCE ASSISTANT:

Carolyn - this position was built into the project at the start. In the first report by Knowles, this was seen as an important position but also a slower one to develop.
This position has evolved - the job description has focused much more on the three points listed in the summary sheet. The request is that this position be funded until the end of June/88 (to coincide with the end of the ESy pilot funding).
The first two years were funded by the Core Area and the third year (this year) is being funded by Compensatory.

Gerald - question re: parental involvement

Carolyn - within school setting and at home (Home Visitation Program);

Jeanette- very important program - Home Visitor has made her very aware of developmental stages of her child. Lets her know where to get more information.

Carolyn - M.E., Winnipeg #1 and CAI funded this program, with a large portion of the money coming from the Winnipeg #1 School Division. The total amount requested is:
MATERIALS - $ 2,370.00
PERSONNEL - $16,939.16
40% of the funding would be from the '87 allocation and 60% of the funding would be from the '88 allocation.

Gerald - this raises the calendar vs. school year issue again. supports the project.

Panel agreed to fund.

Gerald - will there be an evaluation of all the evaluations done at some point? There should be a cumulative evaluation that summarizes it all.

Pat - feels it would be appropriate - should talk about it seriously this year.

Ben - it seems at though the projects have diminished.

Pat - the Team has agreed that they need to get back out there and focus on the development of projects (work on accessibility). Also, part of the reason for this is the organization of Winnipeg S.D. #1.

Gerald - criteria for projects to become more clear.
contingencies re: matching dollars from the school divisions. Is this fair? It becomes more difficult each year for the school board to pass the budget.

Pat - it may be a good idea for the Panel to meet before the May/88 meeting to discuss some of these issues. A February meeting could be set up to put these ideas together. Concern that a focus be put on fieldwork. Make information on projects available to other school divisions.

Ben - criteria for allocating dollars is important - emphasize <u>why</u> the money is there. .

Sylvia - re: Metro divisions - there are many pocket areas - the needs there remain constant. Would there be a chance for ongoing funding in these areas?

Pat - that would be up to the Panel, and the fieldwork of the Team.
will come to the November meeting with a tentative agenda and ask Panel to add items to plan the February meeting.

Carolyn - comment for Juliette re: Parent/Child Centre evaluations taking place.
This will give us some things to look at re: innovative programming and implementation. The Parent/Child Centres have been used more and more by the parents and increased in parent ownership. The Year II evaluation is complete. CPMT will be presenting their information to the Winnipeg School Board at the beginning of October/87.

Pat - The Federal Govt. day care issue - looking at permanent funding of the Parent/Child Centres.

Carolyn - the quality of interaction between parents and kids here is great. Early School Years was presented at two inner city conferences (Ottawa and Edmonton). They would also like to present at the National Research Conference in the U.S. this spring.

Pat - this year the program will be going on at seven communities in the Frontier School Division.

8) SPECIAL GRANTS

Carolyn - Terry Fox, R.B. Russell and Needs of Native Children have not sent in reports.
Personal Safety Program final report is due September 30, 1987.
The Teacher Mentor Program - Panel will receive it at the November/87 meeting.
Isaac Newton Band - Suni received report just after the Booklet was sent to the publisher. This was handed out to the Panel.

9) BUSINESS ARISING

Pat - the average salary for Teacher's Aide for Winnipeg #1 is $11,500.00.
re: response questionnaire sent out after the May/87 meeting. The issue was whether or not staff should be present at the time Panel makes their final decision.

Gerald - would have no problem with staff being present at the time of the decision making.

Sylvia - would feel comfortable with staff being present for the decision making.

Gerald - should Panel members be discussing decisions made, in the field, or is that only for the staff to do?

Pat - it is assumed that only the inner city staff will discuss Panel decisions in the field.

Pauline - if the Minutes become public, then the format should be changed (not to include names).
Carolyn - could keep a working set of minutes for the Panel and another set for public information (to keep in the general files).

Another issue raised was whether meetings should be held at other locations. Pat mentioned that 124 King Street was a central location, but that it might be a good idea to hold the meetings in the Brown Board Room, which is much bigger and has better ventilation.

The next meeting on November 16, 1987 will be held in the Brown Board Room at 9:00 a.m.

The meeting was adjourned at 2:30 p.m.

FINANCIAL UPDATE

OCTOBER 1987

COMPENSATORY SUPPORT PROGRAM

1987 FINANCIAL OVERVIEW

Grant Dollars Committed to October 1987		
Winnipeg School Division No. 1	1,326,815	
Metro Winnipeg School Divisions	432,320	
TOTAL	1,759,135	
1987 BALANCE		240,865
Special Grants Dollars Committed to October 1987	122,744	
BALANCE REMAINING		77,256

REVISED OCTOBER 22, 1987

COMPENSATORY SUPPORT PROJECTS - APPROVED MAY 1987

WINNIPEG SCHOOL DIVISION NO. 1

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED SEPT-DEC/87	AMOUNT RECOMMENDED JAN-JUNE/88	FUNDS HELD	FUNDS RELEASED SEPT-DEC/87	DATE RELEASED
ABERDEEN	CURRICULUM DEVELOPMENT	184	3	$17,800.00	$26,820.00		$17,800.00	10/05/87
ABERDEEN	MIGRANCY	182	3	$17,600.00	$26,400.00		$17,600.00	10/05/87
ARGYLE	PRE-EMPLOYMENT	328	2	$21,970.00	$32,954.00		$21,970.00	10/05/87
DUFFERIN	COMPUTER LAB	201	3	$2,300.00	$3,450.00		$2,300.00	10/05/87
GREENWAY	LANGUAGE DEVELOPMENT	214	3	$5,000.00	$7,500.00		$5,000.00	10/05/87
KING EDWARD	LANGUAGE DEVELOPMENT	200	3	$9,600.00	$14,400.00		$9,600.00	10/05/87
PINKHAM	PARENT RESOURCE	272	2	$12,214.00	$18,322.00		$12,214.00	10/05/87
PRINCIPAL SPARLING	LANGUAGE DEVELOPMENT	14	3	$5,448.00	$8,172.00		$5,448.00	10/05/87
ST. JOHN'S	ATTENDANCE	29	3	$4,600.00	$6,900.00		$4,600.00	10/05/87
STRATHCONA	COMMUNITY AIDES	206	3	$9,600.00	$14,400.00		$9,600.00	10/05/87
WESTON	WRITING TO READ	239	3	$4,600.00	$6,900.00		$4,600.00	10/05/87
VICTORIA ALBERT	WI WABIGOONI	194	4	$17,480.00	$26,220.00		$17,480.00	10/05/87
DIVISION WIDE	ELEMENTARY COUNSELLING	250	4	$100,080.00	$150,120.00		$100,080.00	10/05/87
DIVISION WIDE	MIGRANCY	222	4			$209,500.00		
DIVISION WIDE	RESEARCH ASSISTANCE	248	3	$20,000.00	$30,000.00		$20,000.00	10/05/87
DIVISION WIDE	SPECIAL NEEDS	230	4			$250,200.00		
EARLY SCHOOL YEARS	PARENT RESOURCE ASSISTANT	423	NEW	$7,723.66	$11,585.50		$7,723.66	10/05/87
				$256,015.66	$384,143.50	$459,700.00	$256,015.66	

REVISED OCTOBER 22, 1987

COMPENSATORY SUPPORT PROJECTS - APPROVED MAY 1987

METRO SCHOOL DIVISIONS

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED SEPT-DEC/87	AMOUNT RECOMMENDED JAN-JUNE/88	FUNDS HELD	FUNDS RELEASED SEPT-DEC/87	DATE RELEASED
BROOKLANDS	PRE-SCHOOL ENRICHMENT	2-112	4	$22,000.00	$33,000.00		$22,000.00	10/05/87
STEVENSON-BRITTANIA	ELEMENTARY COUNSELLING	2-013	3	$8,000.00	$12,000.00		$8,000.00	10/05/87
MARION	LEARNING ASSISTANCE	4-117	4	$18,000.00	$27,000.00		$18,000.00	10/05/87
MARION/FRONTENAC	LANGUAGE DEVELOPMENT	4-118	4	$4,800.00	$7,200.00		$4,800.00	10/05/87
VICTOR MAGER	HOME-SCHOOL LIAISON	6-180	3	$5,500.00	$8,250.00		$5,500.00	10/05/87
VICTOR WYATT	HOME-SCHOOL LIAISON	6-303	2	$11,400.00	$17,100.00		$11,400.00	10/05/87
KING GEORGE V	HOME-SCHOOL LIAISON	8-137	3	$5,000.00	-		$5,000.00	10/05/87
ARCHWOOD	HOME-SCHOOL LIAISON	8-164	3	$5,000.00	-		$5,000.00	10/05/87
HAMPSTEAD	HOME-SCHOOL LIAISON	9-095	2	$14,000.00	$21,000.00		$14,000.00	10/05/87
PRINCESS MARGARET	HOME-SCHOOL LIAISON	9-396	NEW	$13,000.00	$19,500.00		$13,000.00	10/05/87
NEIL CAMPBELL	ELEMENTARY GUIDANCE	9-364	NEW	$8,000.00	$12,000.00		$8,000.00	10/05/87
MARYMOUND	TRANSITION PROGRAM	10-023	3	$5,640.00	$8,460.00		$5,640.00	10/05/87
ELWICK	ELEMENTARY GUIDANCE	10-307	2	$15,000.00	$22,500.00		$15,000.00	10/05/87
EDMUND PARTRIDGE	LEARNING ASSISTANCE	10-308	2	-	$16,200.00		-	10/05/87
REGENT PARK	HOME-SCHOOL LIAISON	12-177	2	$11,000.00	$16,500.00		$11,000.00	10/05/87
				$146,340.00	$220,710.00	$0.00	$146,340.00	

OCTOBER 30, 1987

COMPENSATORY SUPPORT PROJECTS

SINCE SEPTEMBER 21/87 MEETING

PILOTS

DIV./SCHOOL	TITLE	# PR-SD-	TYPE (YEAR)	AMOUNT RECOMMENDED	FISCAL YEAR ALLOCATION	FUNDS RELEASED	DATE APPROVED	DATE RELEASED
ST. VITAL #6	COMMUNITY/SCHOOL EVALUATION	6-381	PILOT	$15,000	1987	$15,000	18/11/86	27/05/87
WINNIPEG #1	STRATHCONA P/C CENTRE	405	PILOT	$10,000	MAY-JUNE/87	$10,000	10/04/87	12/06/87
NORWOOD #8	KING GEORGE V DROP-IN	8-411	PILOT	$1,500	FALL/87	$1,500	08/07/87	12/08/87
WINNIPEG #1	PEER COUNSLG. TRAINING/ STAFF DEVELOPMENT	414	PILOT	$4,950	FALL/87	$4,950	13/08/87	REDIRECTED
WINNIPEG #1	CONFERENCE ON CAREER DEV. & VOCATIONAL ED.	415	PILOT	$750	FALL/87	$750	13/08/87	REDIRECTED
WINNIPEG #1	HUMAN RIGHTS TRAINING	416	PILOT	$850	SUMMER/87	$850	14/08/87	REDIRECTED
WINNIPEG #1	HUGH JOHN MACDONALD PEER COUNSELLING	330	PILOT	$1,800	FALL/87	$1,800	31/08/87	01/09/87
WINNIPEG #1	ARGYLE PEER MEDIATION TRAINING	421	PILOT	$1,100	FALL/87	$1,100	24/09/87	REDIRECTED
WINNIPEG #1	MULVEY & JOHN M. KING ELEMENTARY COUNSELLING	250	PILOT	$5,000	FALL/87	$5,000	24/09/87	22/10/87
	TOTAL EXPENDITURES TO DATE FOR 1987			$126,744		$122,744		

REVISED OCTOBER 19, 1987 - PAGE 1

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	HOLD
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	FUNDS
RESOURCE	-	$27,360	$41,040	-	-	-	-	-	-	-
CRISIS	-	$38,021	$57,031	-	-	-	-	-	-	-
ABERDEEN CURRICULUM DEV.	184	-	-	$23,800	$35,700	$21,360	$15,360	$17,880	$26,820	-
ABERDEEN MIGRANCY	182	-	-	$17,600	$26,400	$18,080	$27,120	$17,600	$26,400	-
ABERDEEN NUTRITION	183	$3,546	$5,320	$4,400	$6,600	-	-	-	-	-
ARGYLE CURRICULUM DEV.	186	-	-	$9,800	$14,700	$10,240	$15,360	-	-	-
ARGYLE EVENING PROGRAM	273	-	-	$11,200	$16,800	-	-	-	-	-
ARGYLE PRE-EMPLOYMENT	328	-	-	-	-	$21,178	$31,767	$21,970	$32,954	-
CECIL RHODES	205	-	-	$9,800	$14,700	$10,240	$15,360	-	-	-
CHAMPLAIN	006	-	-	$1,600	$2,400	-	-	-	-	-
DAVID LIVINGSTONE	221	-	-	$200	$300	-	-	-	-	-
DUFFERIN COMPUTER LAB	201	-	-	$3,040	$4,560	$512	$768	$2,300	$3,450	-
DUFFERIN ESY	031	-	-	$3,200	$4,800	-	-	-	-	-
FORT ROUGE	034	-	-	-	$17,000	$10,540	$15,810	-	-	-
GORDON BELL TRANSITION	-	$5,882	$8,824	-	-	-	-	-	-	-
GORDON BELL	188	-	-	$17,200	$25,800	-	-	-	-	-
GREENWAY LANGUAGE DEV.	214	-	-	$4,360	$6,540	$4,320	$6,480	$5,000	$7,500	-
HUGH JOHN MACDONALD NUTRITION	190	-	-	$4,400	$6,600	-	-	-	-	-
HUGH JOHN MACDONALD PEER COUNSELLING	330	-	-	-	-	$18,680	-	-	-	-
HUGH JOHN MACDONALD SATELLITE	189	-	-	$9,680	$14,620	-	-	-	-	-
HUGH JOHN MACDONALD WORK EXPERIENCE	-	$2,406	$3,609	-	-	-	-	-	-	-
ISAAC NEWTON ATTENDANCE	193	$3,318	$4,976	$3,680	$5,520	-	-	-	-	-
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	-	-	$4,000	$6,000	-	-	-	-	-
KING EDWARD LANGUAGE DEV.	200	-	-	$11,000	$16,500	$8,640	$12,960	$9,600	$14,400	-
NATURAS	066	-	-	$3,000	$4,500	-	-	-	-	-
PINKHAM PARENT RESOURCE	272	-	-	-	-	$10,000	$15,000	$12,214	$18,322	-
PRINCIPAL SPARLING ESY	14;15	-	-	$5,400	$8,100	$4,720	$7,080	$5,448	$8,172	-
RIVER ELM PARENT RESOURCE	274	-	-	-	$13,556	$9,037	$16,000	$10,800 *	-	-
ST. JOHN'S ATTENDANCE	029	-	-	$3,680	$5,520	$3,920	$5,880	$4,600	$6,900	-
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	-	-	-	$41,700	$27,800	$45,000	$30,000 *	-	-
SHAUGHNESSY MATH	199	-	-	$1,968	$2,952	-	-	-	-	-
STRATHCONA AIDES	206	-	-	$8,160	$12,240	$8,640	$12,960	$9,600	$14,400	-
WESTON WRITING TO READ	239	-	-	-	$24,540	$16,360	$4,500	$4,600	$6,900	-
TOTAL		$80,533	$120,800	$161,168	$338,648	$204,267	$247,405	$151,612	$166,218	

*APPROVED NOVEMBER 1986

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	HOLD
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	FUNDS
WM. WHYTE - BOOK MAKING	007	-	-	$1,300	$1,950	-	-	-	-	-
WI WABIGOONI	194	$15,040	$22,560	$19,880	$29,820	$17,880	$26,820	$17,480	$26,220	-
AUTHORS IN RESIDENCE	322;215	-	-	$3,840	$5,760	$4,000	$6,000	-	-	-
COMPUTER LAB	033	-	-	$40,600	$60,900	$17,040	$25,620	-	-	-
COUNSELLING - ELEMENTARY	250	$27,360	$41,040	$33,000	$49,500	$68,320	$102,480	$100,080	$150,120	-
- JR. HIGH	"	$14,739	$22,109	-	-	-	-	-	-	-
- SR. HIGH	"	$16,690	$25,034	-	-	-	-	-	-	-
EARLY SCHOOL YEARS	383	-	-	-	-	-	$4,739	$3,159 *	-	-
PARENT RESOURCE ASSISTANT	423	-	-	-	-	-	-	$7,724	$11,585	-
ETHNIC WORKERS	370	-	-	-	-	-	$28,560	$19,040 *	-	-
INNER CITY PARENT	329	-	-	-	-	$5,744	$8,616	-	-	-
INNER CITY P.D.	335	-	-	-	-	-	-	-	-	-
INNER CITY RESEARCH	261	-	-	$3,000	$4,500	-	-	-	-	-
LANGUAGE ARTS K-3	376	-	-	-	-	-	-	-	-	-
MIGRANCY - DIVISION WIDE	222	$27,360	$41,040	$81,940	$122,910	$85,800	$128,700	$83,800	$125,700	HOLD
MULTICULTURAL	324	-	-	-	-	$10,000	$10,000	$10,000 *	-	-
PEER COUNSELLING	330	-	-	-	-	-	$28,020	$13,160	$19,740	-
RESEARCH	248	-	-	$20,153	$30,230	$20,000	$30,000	$20,000	$30,000	-
SPECIAL NEEDS	230	$217,963	$326,945	$129,600	$194,400	$102,480	$153,720	$100,080	$150,120	HOLD
VERTICAL INTEGRATED PROGRAM	003	-	-	$16,000	$24,000	-	-	-	-	-
TOTAL		$399,685	$599,528	$510,481	$862,618	$535,531	$800,680	$526,135	$679,703	
SCHOOL YEAR TOTAL		$999,213		$1,373,099		$1,336,211		$1,205,838		
CALENDAR YEAR TOTAL			$1,110,009		$1,398,149		$1,326,815			

*APPROVED NOVEMBER 1986

REVISED OCTOBER 19, 1987 - PAGE 1

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC	1988 JAN-JUNE	HOLD FUNDS
M.E.										
EVALUATION: HOME-SCHOOL		-	-	-	-	-	$4,000	$11,000 *	-	-
GUIDANCE		-	-	-	-	-	-	$6,000 *	$9,000 *	-
		$0	$0	$0	$0	$0	$4,000	$17,000	$9,000	
#2										
BROOKLANDS	2-112	$27,600	$41,400	$22,280	$33,420	$22,000	$33,000	$22,000	$33,000	-
STEVENSON-BRITTANIA	2-013	-	-	$5,640	$13,160	$8,000	$12,000	$8,000	$12,000	-
JAMESWOOD	2-365	-	-	-	-	-	$12,000	$8,000 *	$12,000 *	-
		$27,600	$41,400	$27,920	$46,580	$30,000	$57,000	$38,000	$57,000	
#4										
MARION	4-117	$18,460	$27,690	$18,460	$27,690	$18,000	$27,000	$18,000	$27,000	-
MARION/FRONTENAC	4-118	-	-	$4,597	$6,895	$4,800	$7,200	$4,800	$7,200	-
		$18,460	$27,690	$23,057	$34,585	$22,800	$34,200	$22,800	$34,200	
#6										
LAVALLEE	6-178/-399	$15,000	$22,500	$15,000	$22,500	-	-	-	-	-
VICTOR MAGER	6-180	-	-	$10,400	$15,600	$10,800	$16,200	$5,500	$8,250	-
VICTOR WYATT	6-303	-	-	-	-	$10,400	$15,600	$11,400	$17,100	-
		$15,000	$22,500	$25,400	$38,100	$21,200	$31,800	$16,900	$25,350	
#8										
KING GEORGE V	8-137	-	-	$4,100	$6,150	$9,600	$14,400	$5,000	-	-
ARCHWOOD	8-164	-	-	$4,100	$6,150	$9,200	$13,800	$5,000	-	-
FREE STAGE FOR YOUTH	8-379	-	-	-	-	-	$1,800	$1,200	-	-
		$0	$0	$8,200	$12,300	$18,800	$30,000	$11,200	$0	
#9										
MILES MACDONNELL	9-096	$16,000	$24,000	$16,000	$24,000	-	-	-	-	-
HAMPSTEAD	9-095	-	-	$4,000	$6,000	$12,800	$19,200	$14,000	$21,000	-
CHILD ABUSE	9-171	-	-	$2,512	$3,768	-	-	-	-	-
NEIL CAMPBELL	9-364	-	-	-	-	-	-	$8,000 *	$12,000 *	-
PRINCESS MARGARET	9-396	-	-	-	-	-	-	$13,000	$19,500	-
		$16,000	$24,000	$22,512	$33,768	$12,800	$19,200	$35,000	$52,500	

*APPROVED NOVEMBER 1986

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COMPENSATORY SUPPORT PROGRAM 1984-88

		1984 SEPT-DEC	1985 JAN-JUNE	1985 SEPT-DEC	1986 JAN-JUNE	1986 SEPT-DEC	1987 JAN-JUNE	1987 SEPT-DEC	1988 JAN-JUNE	HOLD FUNDS
#10										
COMMUNITY LIAISON	10-063	$14,000	$21,000	$14,000	$21,000	-	-	-	-	-
MARYMOUND	10-023	-	-	$5,333	$7,999	$5,520	$8,280	$5,640	$8,460	-
SEXUAL ABUSE	10-065	-	-	-	-	$3,200	$4,800	-	-	-
ELWICK	10-307	-	-	-	-	$15,000	$22,500	$15,000	$22,500	-
EDMUND PARTRIDGE	10-308	-	-	-	-	-	$16,200	$10,800 *	$16,200	-
		$14,000	$21,000	$19,333	$28,999	$23,720	$51,780	$31,440	$47,160	
#12										
HAROLD HATCHER	12-038	$15,200	$22,800	$15,200	$22,800	-	-	-	-	-
REGENT PARK	12-177	-	-	$4,000	$6,000	$14,200	$21,000	$11,000	$16,500	-
		$15,200	$22,800	$19,200	$28,800	$14,200	$21,000	$11,000	$16,500	
		$106,260	$159,390	$145,622	$223,132	$143,520	$248,980	$183,340	$241,710	

SCHOOL YEAR TOTAL: $ 265,650 | $ 368,754 | $ 392,500 | $ 425,050

CALENDAR YEAR TOTAL: $ 305,012 | $ 366,652 | $ 432,320

*APPROVED NOVEMBER 1986

TOTAL GRANTS 1987 $1,759,135

BALANCE 1987 $240,865

WINNIPEG SCHOOL DIVISION NO. 1

RENEWALS

PROJECTS REQUESTING 2ND YEAR FUNDING

PROJECTS REQUESTING 2ND YEAR FUNDING

PROJECT	DIVISION/ SCHOOL	FUNDED 86/87	REQUEST 1988	RECOMMEND	PAGE NO.
Ethnic Workers	Winnipeg #1	1987 - $47,600	$47,822.84	$23,911 plus 1988 salary increase allowance	3-3

ETHNIC WORKERS

CHILD GUIDANCE CLINIC

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Child Guidance Clinic

RENEWAL:

NEW: X

PILOT:

REQUEST: $30,810

PROJECT TITLE: Ethnic Workers

FILE NO: PR-SD1-370

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund the two ethnic workers for $47,600 for the calendar year 1987 and an evaluation be submitted October 15, 1987 for consideration of cost sharing on an ongoing basis. Panel expresses concern over the withdrawal of the Division's funding commitment originally given to include these positions in their budget by November/86. Panel questions the use of the word "indigenous" in this context.

RECOMMENDATION: $47,600

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: URBAN
M.E. STAFF PERSON: SUNI MATTHEWS
SCHOOL DIVISION: WINNIPEG SCHOOL DIVISION #1
SCHOOL: CHILD GUIDANCE CLINIC

ETHNIC WORKERS

DESCRIPTION OF NEED

Student Population in core area has increased numbers of immigrant and refugee students - e.g.: in 1981 for 22% of student population Daniel MacIntyre was their first school in Canada. 37% referred students - ESL. Great demand for Child Guidance Clinic services in ESL areas.

PROGRAM OBJECTIVE

To hire two ethnic workers to serve as resources to the present Child Guidance Clinic Service delivery team consisting of psychologist, social worker, special clinician and reading clinician.

PROJECT DESCRIPTION

1) To provide knowledge to professionals re: various cultural differences and needs of immigrant.
2) To assist in bilingual assessments and the development of diagnostic tools
3) To provide reliable interpreter services
4) To work with case manager in crisis intervention
5) To work closely with existing ethnic organizations and resources and act as agency liaison
6) To act as therapeutic agent within families and such individuals serving as a mediator for adoptions and role model re: social skills and problem solving.
7) To assist parents in understanding the school system.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Executive Summary, Conclusions and Recommendation of evaluation included.

YEAR II EVALUATION PLANS

ACTUAL COST 1986/87

ME Contribution Jan/87 to Dec/87

Materials:
Personnel: $47,600.00

Division Contribution

Materials:
Personnel:

REQUESTED BUDGET 1987/88

ME Contribution Jan/88 to Dec/88

Materials:
Personnel: $47,822.84
Plus allowance for salary increase

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS:

COMMENTS/CONTINGENCIES

Workers were funded through Core Area Initiative for two years (1984-86) and Child Guidance Clinic was to confirm its commitment by putting the workers in the Agency's budget in Year III (1987). November 1986 Panel recommended funding for 1987, for consideration of cost sharing on an ongoing basis.

STAFF RECOMMENDATIONS

That Manitoba Education fund one worker position to a maximum of $23,911.00 plus allowances for salary increases for the calendar year 1988 contingent upon the Division assuming the salary costs for the other ethnic worker position. That the Division confirm by letter its commitment to including the two workers in the Agency's budget the following year. Further, that the Division be encouraged to consider the development of a training model for Ethnic Community Workers from the other ethnic cultures. (Pg.27 Evaluation 1987) and that Manitoba Education staff be supportive and involved in planning such an effort. A progress report to be submitted October 15, 1988.

SUMMARY AND CONCLUSIONS

In summarizing the results of the evaluation, the Ethnic Community Workers have performed a vide variety of activities which were categorized into 3 main areas including referred cases, non-referred cases, and community education involvement.

In the referred cases area, the activity performed the most by the Workers vas home visits with families which vas part of the preliminary casevork. Phone contacts with families vas the most frequently performed activity as part of the follow-up. In the non-referred cases area, the Workers performed relatively similar numbers of activities, although one of the Workers had twice as many nonreferred cases than referred cases. For Community Education Involvement, the Workers vere most actively involved in contacting families within ethnic communities, contacting ethnic parents about the parenting course project, and contacting the ethnic community about E.S.L. classes for students and parents. In all 3 activity areas, the Workers vere most actively involved in contacting members of the ethnic community about various projects or to provide assistance either by phone or in person.

The Child Guidance Clinician survey results indicated that clinicians received assistance or input from the Workers in areas such as home visits; translation; providing developmental family histories; liaison between home, school, and community; individual and family counselling; crisis intervention and others. The clinicians were particularly appreciative of the Workers' knowledge of unique cross-cultural differences and similarities among ethnic groups; developing a liaison between ethnic families, the C.G.C., school, and larger society; and helping clinicians learn about cultural differences among ethnic groups. On the other hand, clinicians were avare of the lack of time for the Workers to provide services and the extension of working hours into the evenings and weekends.

Clinicians were somewhat divided over the adequacy of time the Workers have spent providing services. Thirty-seven percent of the clinicians surveyed thought there were areas in which the Workers should be spending more time, particularly in providing more education and information about ethnic communities and customs. Other areas suggested in which more time should be spent included crisis counselling, interpretation of assessments, provision of developmental family histories, and greater involvement in more schools and C.G.C. units.

The clinicians were basically very satisfied with the assistance they had received from the Workers, however, there were requests for more information on the Workers' job descriptions, expanding the services already provided, greater

accessibility of the Workers to other units, more recognition for the Workers, and more Ethnic Community Workers from other cultures. The clinicians were also aware of the work performed in the evenings and weekends by the Workers.

The School Staff survey results indicated that staff had received assistance or input from the Workers in many of the same areas as the clinicians. These areas included translation; provision of information on family histories and background; liaison between home, school, and community; crisis intervention; assisting with diagnosis and treatment planning; and participation in or provision of professional development. The Workers were viewed as particularly helpful to parents in understanding the school system through translation and interpretation of school policies and procedures; developing and implementing special projects, workshops, forums, and programs for parents; as well as selecting and purchasing books and materials for the Language Development Program.

School staff pointed out similar types of benefits resulting from the Workers' assistance to the schools. These benefits included the development of a trusting relationship between the school and ethnic families, helping staff become more aware and understanding of cultural differences, and improving communication between staff, parents, and children from different ethnic communities.

Seventy percent of the staff surveyed thought the amount of time the Workers spent providing services was either very or

somewhat adequate. In addition, 86.7% were either very or somewhat satisfied with the assistance or input that they or the school had received from the Workers. School staff were also similar to clinicians in their suggestions for modifications to the Workers' roles. The modifications included greater visibility, recognition, and availability of the Workers, more time made available to the Workers, determination of Workers' role made on the basis of specific school-community needs, and more Ethnic Community Workers for other ethnic groups. In general, school staff were very satisfied with the performance of the Workers, particularly with establishing a liaison between ethnic communities and the school, however, there is also a need to provide more information on the roles and services provided by the Workers.

The interviews with members of the Laotian Education and Cultural Centre and the Portuguese Women's Support Group indicated that both Ethnic Community Workers are actively involved with their respective organization. The Workers play particularly important roles in contacting new immigrants about the existence of the organizations and encouraging them to attend the meetings.

The Ethnic Community Worker survey results again pointed out the various types of assistance or input the Workers have provided to clinicians, school staff, and ethnic parent and community based groups. The Workers made special notice of their advocacy role, the assistance provided to parents in

understanding the school system, and escorting clients to various social services. On the other hand, the Workers expressed concern about a number of issues including the lack of recognition by some school staff and clinicians regarding the Workers' provision of services, the spending of too much time on activities such as escorting clients to various social services, and the spending of too little time on providing effective follow-up to initial assessments, and the need for more Ethnic Community Workers from other ethnic cultures.

In conclusion, the Ethnic Community Workers appear to be more than sufficiently fulfilling all of the 7 specific roles which were outlined earlier in this report. In addition, Child Guidance Clinicians, school staff, and Ethnic Community members expressed general satisfaction with the Ethnic Community Workers and considered the Program successful. There were some indications, however, that there are a few issues that should be addressed which form the basis of the recommendations.

RECOMMENDATIONS

On the basis of the evaluation, it is recommended that:

1. The Ethnic Community Worker Program be continued.
2. There be a streamlining or further specification of the current roles and responsibilities of the Ethnic Community Workers. The specification should focus on the following:
   a) a scheduled set of working hours in order to reduce the demands placed on the Workers' time in the evenings and on weekends.
   b) less involvement with logistical aspects of accompanying clients to various social services in order to concentrate on providing clinical support, advocacy, and crisis intervention when needed to ethnic families.
   c) more information about the Program be provided to clinicians and school staff who want to use the resources of the Ethnic Community Workers but are not clear on who the Workers are and what services they can and cannot provide.
   d) and, if possible, a type of Worker role limitation in order to reduce the emotional demands placed on the Workers who often find themselves involved in delicate family crises yet feel a strong commitment to help.

PROJECTS REQUESTING 3RD YEAR FUNDING

PROJECTS REQUESTING 3RD YEAR FUNDING

PROJECT	DIVISION/ SCHOOL	FUNDED 86/87	REQUEST 88-89	RECOMMEND	PAGE NO.
River Elm Parent Resource Centre	Winnipeg #1 River Elm	1987 - $26,800	$17,857 until June/88	$17,857	4-3
Program for Adolescent Parents and Infant Development	Winnipeg #1 St. Stephen's Broadway United Church	1987 - $75,000	$89,000 1988	$89,000	4-10

THE PARENT RESOURCE CENTRE

RIVER ELM SCHOOL

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 20, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: River Elm

RENEWAL: X

NEW:

PILOT:

REQUEST: $25,000

PROJECT: Parent Resource

FILE NO: PR-SD1-274

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. earmark $25,000 for fall Adjudication round. That M.E. staff assist the centre to secure future funding from sources similar to other Parent/Child Centres.

RECOMMENDATION:

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: URBAN
M.E. STAFF PERSON: ASTRID MACNEILL
SCHOOL DIVISION: WINNIPEG SCHOOL DIVISION #1
SCHOOL: RIVER ELM

DESCRIPTION OF NEED

The River Elm School community has characteristics similar to Inner City School communities. The River Elm School community is comprised of 24.2% lone parents, 31.3% migrancy, 19.7% unemployment. The median personal income is $11,759.00.

PROGRAM OBJECTIVE

The Parent Resource Centre strengthens, supports and provides resources to parents of pre-school children so that the overall development of pre-school children can be realized. The Centre provides a meaningful link between the school and community and fosters good parenting skills with support systems being established.

PROJECT DESCRIPTION

The Parent Resource Centre includes a: Parent/Child Drop-In Centre
Parent Resource and Children's Library
Toy Lending Library
Programs, Activities, Workshops

to meet parent/community identified needs. An active Parent Committee assumes a strong role in the management and planning of the Centre. Steps are being taken to become an incorporated body. A Parent Resource Centre Staff Committee provides a strong link between the school, centre and community.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Executive Summary and Recommendations of 1987 Evaluation included.

ACTUAL COST 86/87

ME Contribution		Division Contribution	
Materials:	$ 2,360.00	**Materials:**	
Personnel:	$ 24,640.00	**Personnel:**	

REQUESTED BUDGET 87/88

ME Contribution		Division Contribution	
Materials:	$ 1,175.00	**Materials:**	
Personnel:	$ 15,682.00	**Personnel:**	

TOTAL PROJECT COSTS: $ 17,857.00

COMMENTS/CONTINGENCIES

This proposal is to extend funding for this project until June 30, 1988. This will allow the Division to plan for the operation of the Centre on the basis of a school year.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $17,857.00 to cover the salary costs for the co-ordinator position ($15,682.00) and materials (at $1,175.00) for the school year January to June 30, 1988.

That a progress report be submitted in April, 1988.

EXECUTIVE SUMMARY

The River Elm Parent Resource Centre opened in 1983 and received a 2 year grant from Manitoba Education's Compensatory Support Program beginning in January, 1986. The Centre and its activities were evaluated during the 1986/87 school year using information obtained from a number of sources. These included observations by the Early Childhood Consultant, reports and statistics from program staff and the school principal, surveys of school staff and, surveys and interviews of parents.

The Centre provides a number of services and activities, including: 1) a parent/child drop-in component, 2) numerous activities or workshops for parents and parents and children, 3) a children's toy and book lending library, 4) an adult resource library, and 5) a clothing depot and food bank.

The Centre staff included: 1) the Parent Facilitator who acts as the coordinator of the Centre (funded by Manitoba Education), 2) the Outreach Worker/Resource Centre Assistant (a 20 week Manitoba Jobs Fund position), and 3) the Outreach Worker (a Career Start summer position). As of April, 1987 the Parent Community Committee became a board and is responsible for running the Centre.

The program has been implemented as planned. Perceptions of the Centre and its activities were largely positive. The consultant's summary of her observations was positive. In general, school staff also viewed the Centre favourably and thought there was a need for the Centre. The principal, program

staff and organizers stated that the program was meeting its goals. Parents that were interviewed or surveyed were generally pleased with the program.

The program was judged to have met the evaluation goals completely or to a large extent. For this reason it was recommended that the program continue largely as it is but that the following recommendations be acted on: 1) that the attendance at the evening sessions be monitored to see if evening sessions are needed; 2) that the need for extra space be examined or that alternative scheduling techniques be tried to accommodate occassional high attendance; and 3) that the Parent Community Board determine the extent that the food bank and the clothing depot will be of the program in the long term.

RECOMMENDATIONS

On the basis of this evaluation and the information contained in this report it is recommended that the program continue as it is currently funcitioning, but with the following conditions:

1. That the Parent Community Board continue as the body governing the program.

2. That the Parent Community Board determine the extent that the food bank and the clothing depot are to be of the program in the long term.

3. That the Parent Facilitator continue to have ongoing contact with the Parent Resources Assistant and with the Parent/Child Centre Coordinators.

4. That the attendance at the evening sessions be monitored to see if evening sessions are needed.

5. That the need for extra space be examined by monitoring attendance. Alternatively, scheduling and splitting groups may accommodate occasional high attendance activities.

6. That the Centre obtain a refrigerator for children's milk and snacks.

7. That the centre should have easy access to a bathroom or at least a hot and cold water source.

8. That this evaluation report be shared with the program staff and the Parent Committee Board.

PROGRAM FOR ADOLESCENT PARENTS AND INFANT DEVELOPMENT

ST. STEPHEN'S BROADWAY UNITED CHURCH

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: St. Stephen's Broadway United Church

RENEWAL: X

NEW:

PILOT:

REQUEST: $75,000

PROJECT: Program For Adolescent Parent And Infant Development

FILE NO: PR-SD1-264

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $75,000 ($72,320 salary and $2,680 materials) for the calendar year January-December, 1987. That the program be directed to develop linkages with Argyle School. Final evaluation to be submitted by July 15, 1987.

That St. Stephen's Broadway provide the rent for the continuation of the program; maintain the facilities for as long as the program is housed there; and provide volunteer commitment to the program.

RECOMMENDATION: $75,000

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: URBAN
M.E. STAFF PERSON: SUNI MATTHEWS
SCHOOL DIVISION: WINNIPEG #1
SCHOOL: ST. STEPHEN'S BROADWAY UNITED CHURCH

PROGRAM FOR ADOLESCENT PARENTS AND INFANT DEVELOPMENT

DESCRIPTION OF NEED

There is little support available for infant care. Point Douglas High School provides schooling for pregnant mothers until their babies are four months old. When an infant is two years old daycare becomes a possibility.

This program's intent is to bridge the gap for infants between four months and two years and to increase the choices of the mother finishing high school.

PROGRAM OBJECTIVE

To provide the opportunity for adolescent parents to continue their education and to help them acquire life skills to cope more effectively with their new role.

PROJECT DESCRIPTION

The program is intended to serve approximately 15 adolescent parents with their babies which vary in age from four months to two years of age.

The Program includes:
a) academic school subjects at the junior and senior high level
b) life skills, parenting, nutrition - compulsory components that are integrated into the scheduling for the day.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

Summary and Recommendations of the Evaluation included.

ACTUAL COST 86/87

ME Contribution
Materials: $ 2,680.00
Personnel: $72,320.00

Division Contribution 1987
Materials: $3,000.00
Personnel: 1 class 1 aide - 5 hr./day

REQUESTED BUDGET 87/88

ME Contribution
Materials: $ 5,000.00
Personnel: $84,000.00

Division Contribution
Materials: $1,500.00
Personnel: one 5 hr. aide Clerical
one 3 hr. aide time 3 days
St. Stephen's Broadway United Church provides facility and caretaking services.

TOTAL PROJECT COSTS: $89,000.00

COMMENTS/CONTINGENCIES
Two teachers employed 0.8 time each for calendar year January to December, 1987. Due to demand for the program and the need for increased instructional time, (see Recommendation C of Evaluation), it is requested that teachers by employed 0.9 time each for 1988.

Division has provided an additional 3 hours of aide 1 time as per Recommendation C of the 1987 Evaluation.

STAFF RECOMMENDATIONS
1) That Manitoba Education fund this project to cover the salaries of 2 X .9 teachers at $84,000 plus materials at $5,000.00 to a maximum of $89,000.00 for the calendar year January - December, 1988.
2) St. Stephen's Broadway United Church provide rent for the continuation of the program; maintain the facilities for as long as the program is housed there, and provide volunteer commitment to the program.
3) Winnipeg #1 continue to fund one 5 hour and one 3 hour aide; provide nutrition costs and supplies; and administer the program.

STAFF RECOMMENDATIONS (Cont'd)

4. That further funding for this project is contingent upon the Division considering cost sharing teacher salaries.

5. A progress report to be submitted by October 15, 1988.

VI. Summary and Recommendations

1. Summary of Findings

A. Program Implementation and Operation

1. It would appear that the program has been implemented as planned. Staff, volunteers and students all reported that PAPID operates "well".
2. The most frequently cited change staff and volunteers would like to see was "more staff". The most frequently cited element of PAPID which students perceived to be worse than at their previous school was that not all subjects were available, except through correspondence.
3. The program is in demand from adolescent mothers who wish to complete their high school education. Not only is the waiting list almost as long as the total number of students who can be accommodated in PAPID, but also the number of students who leave the program prematurely is very small.
4. Students who enter the program have their academic needs assessed and an academic program designed to meet their identified needs. This is consistent with objectives of the program.
5. Ages of students in the program (i.e., 16 to 20 years) seemed to be somewhat of a puzzle to administrators, who had anticipated younger students taking advantage of the program. It would appear from information about ages of students on the waiting list, however, that the program primarily appeals to students in the 16 to 18 year age range. This is not completely surprising, since teens in this age group, who decided to retain custody of their infants, would be expected to provide care for their baby. Younger teens would be encouraged more strongly to relinquish custody, or at least to relinquish primary care to a grandparent or other adult, for the safety and well-being of the baby.
6. Courses are being delivered according to the schedule and content recommended in Manitoba's curriculum guidelines.
7. Students are at a wide range of academic levels, which necessitates provision of a wide range of courses. The number of courses provided is quite substantial, reflecting this wide range of students' academic needs. Not surprisingly, teachers identified the amount of preparation required for so many courses as a barrier to program delivery.
8. Scheduling of mathematics and food preparation (instructed by the same teacher) at the same time four days a week was identified as a difficulty in program delivery.
9. Students are well aware of the roles of each teacher, the teacher aide and the

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volunteers. Fewer students were aware of the roles of the administrators or the PAPID Board.

10. Almost every student mentioned a personal relationship with at least one staff member when questionned about what each member of staff did (e.g., she's like my mother away from home). While little formal counselling time was diarized by either teacher, it was obvious to the evaluators that the students both respected and valued the relationships which had been established between themselves and the staff.
11. A substantial amount of teachers' time is being spent performing routine, non-teaching tasks, such as meal preparation and housekeeping duties. It would seem much more cost-effective if these duties were performed by an aide, or simply supported by a volunteer. Such an arrangement would allow teachers to spend more time instructing students or preparing courses.
12. Both interviewers noted independently changes in students from the September to the February interviews. During the September interviews, the students answered tentatively and did not demonstrate much commitment to themselves or their education. During the February interviews, many of the students were articulate, opinionated, confident and enthusiastic about themselves, their education, and the importance of programs such as PAPID. This growth on the part of students was not documented as part of the evaluation, except through the observations of the staff, students and evaluators. The importance of the maturing of these students, however, should not be minimized, since it is this change in self esteem which will ensure that students will continue to benefit from PAPID even after they have left the program.

B. <u>Attitudes Toward PAPID</u>

13. Students, staff and volunteers perceived the program as successful. Moreover, the staff and students, with the support of the PAPID Board, were perceived as instrumental in making the program a success. Both the teachers and the students reported that their expectations either had been met or were developing.
14. Students obviously perceived PAPID as an educational program. Their primary reason for remaining in the program was to get an education; their most frequently cited advantages were the availability of child care and the opportunity to get an education; their most frequently cited disadvantage was the inavailability of a variety of courses. Students in PAPID are serious about completing their education.

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15. Staff and volunteers reported that they were satisfied with the program overall, with students' development of academic skills, parenting skills, life skills, understanding of good nutrition and understanding of infant behaviour and development, and with infants' development. Since each of these elements were objectives of the program, the ratings of satisfaction from staff and volunteers are important to consider in combination with the results presented below.

C. Program Objectives

16. Student attendance rates for the program overall are quite low (average = 57%). Individual student's rates of attendance vary from 22 per cent to 86 per cent, with half of the students having attendance rates greater than 65 per cent.
17. The three most frequently cited reasons for student absence (among those students who attended regularly) were illness of the student, illness of the infant and doctor's appointments for the infant or infant and mother. It appeared, from the data provided by students, that the number of days a student was absent from school was doubled as a result of parenting responsibilities. Thus, it would appear that higher rates of student absenteeism should be anticipated in a program such as PAPID.
18. Students' age was significantly correlated with attendance, with older students having better attendance, but the degree of correlation was not sufficient to provide a meaningful level of prediction of who would succeed as a student at PAPID. Measures of association between attendance and other student variables (e.g., baby's age, student's grade level) were not found to be significant.
19. Significant and meaningful degrees of correlation were found between attendance rates and grades in English, mathematics, lifestyles/parenting and foods, with higher rates of attendance associated with higher grades. Those students who attended PAPID regularly were found to be achieving in the areas of academic skills, parenting skills, life skills, awareness and understanding of the importance of good nutrition and understanding of infant behaviour and development. Thus, it would appear that program objectives in these areas are being achieved among students who attend at least 65 per cent of the time. Students who had irregular attendance did not appear to be benefitting from the program, as a result of their high levels of absenteeism.
20. The infants, who were assessed, scored either within the normal range or at an advance level on a normative scale of infant development. While the sample of infants is too small to conclude that the PAPID environment was a major determinant of infants' level of development, the findings of the present study

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were more favourable than findings of other studies of the infants of teenaged mothers. However, it may be possible that only those mothers of thriving infants would attempt to return to school, or it may be that mothers in PAPID provide an enriched environment at home, as well as at school. Most likely, a combination of these three factors helped to determine the healthy rate of development which was found among the infants at PAPID.

D. **Program Supports**

21. The materials, facility and equipment appeared to be adequate and appropriate for PAPID, according to the observations of staff, volunteers, students and the evaluators.
22. Important to the success of students in PAPID are the development of support groups among students and the ability to deliver individualized programs and attention to students. These are facilitated by the present facility. Teachers expressed some reservations that these benefits may be lost if the program were moved to a different setting.

2. Recommendations

A. PAPID should be continued.

Based on the information collected during our evaluation, all of the stated goals of the program are being achieved. Students are demonstrating growth, not only academically, but also in their abilities to be responsible for themselves and their infants. The infants themselves are thriving. A waiting list for the program is being maintained, but few students are leaving the program once they have established themselves (several students have left the program within a week of registration). While some students saw the small variety of courses as a disadvantage of the program, the advantage of being able to continue their education while caring for their baby outweighed this disadvantage.

B. A minimum rate of attendance should be demanded of each student.

Results clearly indicated that students who attended PAPID on a regular basis benefitted from the program, while those students who attended sporadically did not benefit to the same extent. Students in the program were all old enough to be at school voluntarily, a fact which makes a minimum standard of attendance enforcable. Since the results also indicated that parental responsibilities appeared to double the amount

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of time students were absent from class, a relatively moderate attendance rate of 60 per cent is suggested by the evaluators to use as a guideline for an attendance standard at PAPID. A monthly 60 per cent attendance rate would be consistent with student aid guidelines. The evaluators assume that the teachers, in consultation with the administration, would be able to make exceptions for students in special circumstances (e.g., prolonged hospitalization).

C. Extra help from an aide should be added to PAPID in order to complete routine tasks and thus allow teachers to spend more time instructing students or preparing lessons.

Teachers spend approximately a third of their time formally instructing students. The remainder of their time is spent on activities which are necessary in order to deliver the program; however, many of these activities do not need to be done by a teacher. Teachers should continue to observe and evaluate students, prepare lessons, mark papers and exams and complete those activities related to teaching. Preparing snacks and meals, housekeeping duties, moving furniture, meeting with painters and other routine tasks could be completed by an aide, and free teachers to engage in those activities more directly related to teaching.

D. Extension of the program, if considered, should be planned very carefully in order to ensure that the benefits of PAPID would be maintained.

While all of the participants in the evaluation believed that PAPID was successful, most individuals perceived the teachers, students and PAPID board as the factors which determined that success. When examined more closely, individualized teaching and attention and students' development of support networks among themselves were the elements of the program which underlay its success. Should the program be expanded, it would be likely that a new facility would be necessary. A segregated setting would continue to be the venue of choice, but the facility would have to support communication among staff, students and infants. As well, an organizational plan which would maintain extensive individual contact between teachers and students, would facilitate sharing and their problems among students and would incorporate the continued involvement of the PAPID Board would be necessary in order to replicate the success of PAPID.

PROJECTS REQUESTING 4TH YEAR FUNDING

PROJECTS REQUESTING 4TH YEAR FUNDING

PROJECT	DIVISION/ SCHOOL	FUNDED 86/87	REQUEST 87/88	RECOMMEND	PAGE NO.
Special Needs	Winnipeg #1 Division Wide	$256,200	$250,200	$250,200	5-3
Migrancy	Winnipeg #1 Division Wide	$214,500	$209,500	$209,500	5-8

REVISED RESPONSES

SPECIAL NEEDS PROPOSAL

MIGRANCY PROPOSAL

SPECIAL NEEDS

Response to recommendations regarding program operation, delivery, and direction of the Special Needs program.

1. Program goals, criteria, and process within each school should be clearly articulated and available to all staff in written form.

   All schools have developed a program description that includes the program goals, the criteria used to select students for the program as well as the process used to monitor student progress for purposes of re-entry into the regular program.

   This information is available in each school and is discussed with staff early in each school year.

   Copies of this information were included with the Division's funding proposal submitted in March.

2. Programs should be geared to intervene in specific areas for development (e.g. focus on beginning consonants, not just language development).

   In each school, the program is designed to address the specific needs of identified students. The specific goal for each student is determined early when a student first enters the program.

   The students' needs are discussed by the homeroom teacher, Special Needs teacher and the Resource teacher. From this information, an appropriate program is outlined for the student.

3. Plans of action incorporating follow-up strategies, should be developed and recorded for each student.

   Schools have been requested to develop and record action plans with follow-up strategies for all students in their Special Needs programs. In response, schools have developed various procedures to do this.

   In one school this occurs initially and is reconsidered on a weekly basis during a meeting of the support team (teachers, counsellor/principal).

   In other schools action plans are developed by the Special Needs teacher, classroom teacher and resource teacher when a child first enters the program. Student progress is then recorded by the Special Needs teacher on an ongoing basis and is shared with the other teachers involved, on an ongoing basis. Strategies for appropriate follow-up are also developed at that time.

4. Although any withdrawal program would be effective if Recommendations 1, 2, and 3 were implemented, the most effective use of a Special Needs teacher's time would appear to be as follows:
   .5 - deliver time-limited, specific programs to small groups of students, either on a withdrawal or in-class basis
   .5 - assess, plan, follow-up students who are identified as having special needs
   - work in designated regular classes with the classroom teacher
   - provide individual assistance, on a withdrawal or in-class basis
   - record and document for each special needs child.

   This recommendation was discussed with teachers and principals of schools with Special Needs programs. All but one school reports that the 50-50 model suggested is being followed at the present time. These schools indicate that deviations from this time split is necessary occasionally when students with severe needs are first enrolled in their schools. In general it is seen as an appropriate model.

   In the one school mentioned, students are initially withdrawn from regular classes due to their inability to function in large group settings. They are then re-integrated as their skills develop.

5. Children currently in low-enrolment classes for the purpose of receiving a regular curriculum should be integrated into regular classroom with support as required.

   This recommendation was followed. Students enrolled in low enrolment classrooms during 1985-86 have been integrated into regular classroom programs. Specific supports needed were identified in each case.

6. Review and adopt proposed program goals in order to afford direction to the overall special needs program.

   The goals outlined have been accepted by the Division. These were presented to and discussed with principals and Special Needs teachers early in the year.

   These goals were also discussed at meetings of the Special Needs teachers and the Inner City Coordinator.

   (Copy of program goals is attached)

7. Formalize the sharing process among Special Needs teachers in the Division.

   Regular meetings of Special Needs teachers were scheduled throughout the year for the purpose of sharing and discussing ideas, strategies, etc. Coordination was provided by the Inner City Coordinator.

   These meetings will continuein 1987-88.

8. Appoint a Special Needs program coordinator, who would be responsible to consult on program implementation, operation and support and to facilitate professional development for Special Needs teachers.

   Responsibility for coordinating professional development activities etc., was assigned to the Inner City Coordinator during the 1986-87 school year.

   It is the intention of the Division to assign these responsibilities to an Inner City Consultant once this position is filled.

9. Establish programs designed to address emotional problems which are the result of high mobility, abusive, violent and neglectful family lives. Each of these programs should be appropriately resourced with:
   1 male teacher
   1 female teacher; and,
   1 child care worker
   Careful development of each program (e.g., one-year planning phase) is suggested, in order to ensure program success.

   This recommendation has not been implemented as outlined. The Division currently offers special programs such as the LAC program for students with severe emotional problems.

   To meet student needs at a local school level, we are currently expanding the Elementary Counselling program.

10. Share the results of the present evaluation with all those principals and teachers who are involved in the delivery of a special needs program. Those who were included in the present evaluation form should receive a copy of their results, in summary form.

    The evaluation results as well as copies of reports were shared with principals and Special Needs teachers at a meeting attended by members of the Superintendent's Department and Manitoba Education staff.

    Follow-up discussions have occurred at meetings of Special Needs teachers with the Inner City Coordinator.

1) **Improve child's attitude toward others and school.** Children included in special needs programs often have poor or negative attitudes toward school, peers and teachers. By changing these attitudes, learning itself can become a more positive and rewarding experience.

2) **Improve child's attitude toward self.** Many of the children who are referred to special needs programs view themselves as failures and/or worthless. Through positive experiences of accomplishment in a special needs program, each child can develop an image of him-or herself as a competent, worthy individual who is capable of learning and succeeding at school.

3) **Improve academic skills.** Improvement of children's academic skills was seen as the "bottom line" of special needs programs. Teachers also agreed, however, that without changes in attitudes, academic skills in many children would not improve.

4) **Improve social skills.** Many children included in special needs programs have poor social skills with adults and/or peers. These children cannot benefit from positive peer modeling, incidental learning or interaction with others. By improving their social skills, they can benefit to a greater degree from the curriculum offered in the regular classroom.

5) **Change specific behaviours which may be inhibiting school performance.** Some children who are referred to special needs programs are exhibiting specific behaviours which limit their ability to learn: truancy, day dreaming and violent outbursts are a few examples of these. By changing these behaviours, the child's ability to benefit from the regular program increases.

6) **Provide support to the classroom teacher.** The types of support which classroom teachers could be offered would include specific skill remediation, program planning, in-class support so teacher can work with individual or small groups of students and assessment.

MIGRANCY PROGRAM

Response to recommendations regarding program operation, delivery, and direction of the Migrancy Program.

1.2 Results of the review should be shared with principals and migrancy teachers from the schools which were included in the evaluation.

Contents of the Knowles Centre report including recommendations were shared with principals and migrancy teachers early in the 1986-87 school year. Knowles Centre staff was present to provide a brief overview as well as respond to specific questions. Members of the Superintendent's Department and Manitoba Education staff were present to respond to questions and concerns.

2.1 Migrancy programs should be organized in a manner consistent with the organizational structure of the schools in which they operate.

The migrancy teachers are seen as a part of the school's support team. Programs are organized to allow the migrancy teachers to participate in program planning for students at regular support team meetings.

3.1 Each migrancy teacher should have a clearly articulated job description which is defined by the teacher and principal, in consultation with the migrancy program department head.

During the 1986-87 school year, the migrancy department head met with the principal and migrancy teacher in each school to assist in the development of specific job descriptions. Job descriptions in each school reflect the relationship of the migrancy position to assistance available from other support personnel in the school.

These descriptions are shared with other members of staff at staff meetings early in the school year.

One example of such a description is:

The migrancy teacher-

1) gathers information on and places incoming students through in-school assessments
2) provides orientation to incoming students and their families
3) acts as a liaison between sending schools and receiving schools
4) monitors the placement of incoming students; facilitates adjustment periods
5) provides program support to the receiving teacher
6) coordinating home/school contacts, e.g.
   - attendance problems
   - placement changes
   - relaying information about available school resources
7) consulting with other members of the support team and other agencies when necessary.

3.2 Given the number of migrancy teachers who included contact with external agencies as part of their responsibilities, perhaps their role should be expanded formally to include these duties.

Specific responsibility for contact with outside organizations differs between schools depending on support personnel available. Initial contact with external agencies involved with students in the migrancy program has generally been assigned to migrancy teachers. In a number of locations, ongoing responsibility for contacting agencies is also assigned to the migrancy teacher as a member of the school support team.

3.3 Maintain the position and responsibilities currently performed by the department head.

The Division views the position of department head as an essential component of the ongoing support for this program. Although the position is currently vacant, it is the intention of the Division to fill the position as soon as possible.

(Current job description attached.)

3.4 Expand the responsibilities associated with the role of department head to include a clearly articulated role in relationship to principals.

Clarification of the responsibilities of the department head position was provided during meetings with principals, superintendents, department head, and the Inner City Coordinator.

Activities such as developing job descriptions for migrancy teachers and outlining program goals have encouraged the development of a closer working relationship between principals and the migrancy department head.

Subsequently, principals have called on the department head to assist with various tasks in a number of schools.

3.5 Provide "percentage of time" guidelines, or at least priorize importance of duties, within the department head job description.

During the 1986-87 school year such guidelines were developed following the identification of priorities of needs within the program. This was done through discussions between the migrancy department head, Inner City Coordinator, and migrancy teachers and subsequent discussion with the Superintendent.

3.6 Clarify the reporting role of the department head position, preferably by having the department head report to the same superintendent as the principals.

During the 1986-87 school year the department head continued to report to the Inner City Coordinator.

Following the reorganization of the Superintendent's Department this year, the department head will report to the Superintendent of Inner City Education as will the principals of the schools in which the program is supported.

3.7 Change the title of department head to a title which more accurately reflects the role played in program coordination.

The title of department head was retained throughout the 1986-87 school year. Discussions have been held between the Division and the Winnipeg Teachers' Association to determine the most appropriate title for this position. Both have agreed that the title of Migrancy Program Facilitator be used this year.

3.8 Implement a procedure by which variations from delivery of the migrancy program by the migrancy teacher are discussed by the superintendent, principal, and department head, in order to ensure that the program will meet all Division objectives.

Throughout this last year, any variations in the delivery of migrancy program were brought to the attention of the principal and appropriate superintendent by the department head and Inner City Coordinator. Through ongoing discussions such concerns were resolved. One concern involving such discussions included Manitoba Education staff who assisted in the resolution of this matter.

4.1 Principals should assign new students to the appropriate classroom, in consultation with the migrancy and receiving classroom teachers.

This recommendation has been discussed in detail with principals of schools with a migrancy program. Schools now report that principals assume this responsibility, with migrancy teachers and homeroom teachers involved to various degrees in different schools. Procedures in some schools also include input from other staff.

4.2 Certain basic elements of the mighrancy program, including orientation of the student and parent, assessment of the transferring student and communication with the previous school should be the responsibility of the migrancy teacher. In fact, allotment of a migrancy teacher position to a school should depend on delivery of these basic elements of the program by the migrancy teacher.

All schools now report that orientation of new students and parents, initital assessment of incoming students and communication with previous schools is an assigned responsibility of the migrancy teacher. Further assessment of students, if necessary, often involves the school's resource teacher.

5.1 Migrancy teacher positions, either full or part time, should be determined on the basis of actual numbers of students transferring into a school.

5.2 Additional support (i.e., increased staffing level) should be allocated to schools with a population of students who move frequently (i.e., students who move three or more times in a school year).

5.3 An average of five hours per child for a migrancy teacher to complete an assessment should be used as a guideline in planning staff position allocations. **Note:** This time is for assessment only, and does not include time to perform all of the other duties associated with delivery of the migrancy program.

The Division has attempted to allocate resources (migrancy teacher positions) to schools with the highest migrancy rates when additional resources become available. The guideline in 5.3 can be used as a partial indicator of resources required in various schools, however, at the present time insufficient resources exist to meet this level of staffing.

5.4 Migrancy teachers should be expected to play a more active role in sharing information quickly with receiving schools, for students who transfer out of their schools.

This recommendation has been highlighted at various meetings with principals and teachers during the past year. It is seen as a priority by the Superintendents and schools have been asked to address this issue.

Schools now report that this information exchange is the responsibility of the migrancy teacher and that it is occurring within acceptable time limits. Provision of telephone extensions into migrancy rooms has helped to facilitate this exchange.

6.1 Retain the Migrancy Program.

It is the intention of the Division to retain the Migrancy Program in schools where such needs exist.

6.2 Migrancy teachers should receive feedback on the perceptions of their program in summary form.

Information contained in the Knowles Centre report was shared with migrancy teachers. Follow-up sessions have been held with the teachers, department head, and in some cases, the Inner City Coordinator to discuss the school's program and provide general feedback.

Staff feedback sessions have also been arranged in a number of schools.

6.3 Information gathered from perceptions of programs should be employed to make improvements in program delivery.

At the Division level this has occurred at ongoing meetings of the migrancy teachers, the department head, and the Inner City Coordinator.

Several schools also report that staff feedback has been used to determine positive program changes.

One example is the migrancy teacher's role in ensuring that students have adequate supplies available when integration into the regular classrooms begins. This is reported to have eased the frustration of students when faced with a regular classroom setting.

7.1 Retain the migrancy program, providing it with the appropriate supports in terms of staffing levels, staffing complement, physical space and proper organizational structure.

The Division continues to support the Migrancy program to the extent that staff is available.

Ideal physical space allocations have been identified in each school. Due to over-crowding, it is not yet possible to meet these requirements in all schools. Additional space is being allocated as it becomes available, e.g. Victoria Albert School.

7.2 The migrancy program within each school should be developed by the principal, migrancy teacher and migrancy department head, and address each of the following factors which have been identified as impacting on the effectiveness of the program.

1) Organizational structure of the migrancy program should be consistent with the organizational structure of the school as a whole.
2) Each migrancy teacher should be responsible to orient students and parents to the new school, assess transferring students, and establish a communication link with the sending school. Any deviations from this format should be discussed with the superintendent.
3) Additional responsibilities and expectations of the migrancy teacher should be clarified among all three parties.
4) Identification of the supports required to deliver an effective migrancy program should be clarified.

Recommendation 7.2 - 1) 2) 3) 4) appear as a summary of several earlier recommendations and have been addressed in this report.

DEPARTMENT HEAD - MIGRANCY PROGRAM (Half-time)

Under the direction of the Inner City Coordinator, the Department Head for the Migrancy Program shall be responsible for such duties as assigned, which are related to specific areas and to the total program of the School Division.

Without in any way restricting the generality of the foregoing the duties of the Department Head for the Migrancy Department shall include:

1. Assisting with the implementation, monitoring and evaluation of the Migrancy Program;

2. Assisting migrancy teachers in their schools in both a consultative and advisory capacity, with the support of school administration;

3. Maintaining a school site migrancy program, which provides an active role model for other migrancy programs;

4. Assisting in the development and organization of inservice training for migrancy teachers, including a training and orientation service to teachers new to the program;

5. Working in a liaison capacity with other agencies, coordinators/ consultants, and other personnel in contact with the program;

6. Maintaining resource materials and current library to support the program.

WINNIPEG SCHOOL DIVISION NO. 1

NEW PROPOSALS

PROJECTS REQUESTING NEW FUNDING

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PROJECT	DIVISION/ SCHOOL	FUNDED 86/87	REQUEST	RECOMMEND	PAGE NO.
Pilot - Challenge Program	Winnipeg #1 Hugh John Macdonald	-	$32,400	$32,400	6-3

PILOT CHALLENGE PROGRAM

HUGH JOHN MACDONALD SCHOOL

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Cecil Rhodes

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $25,030.00

PROJECT: Challenge Program

FILE NO: PR-SD1-205

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $25,030.00 for .5 teacher position ($22,000.00) and materials ($3,030.00) contingent upon the Division submitting by July 15, 1987 and M.E. staff approving the following:

1) a definition of the student population identified for the program;
2) a model for a collaborative program which includes the resource/enrichment teacher going into the classrooms, involvement of classroom teachers and the development of a clear, philosophical statement. This model to be developed in collaboration with M.E. staff.

That M.E. staff report back to Panel in September on the program and the desire of the Division to proceed with a clear program design.

RECOMMENDATION: $25,030.00

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: URBAN
M.E. STAFF PERSON: SUNI MATTHEWS
SCHOOL DIVISION: WINNIPEG SCHOOL DIVISION #1
SCHOOL: Hugh John Macdonald

Pilot Challenge Program - Hugh John Macdonald

DESCRIPTION OF NEED

Hugh John Macdonald is an Inner City School of approximatley 450 students in grade 7, 8 & 9. The student population is made up of a wide variety of student characteristics. Variables such as ethnic orientation and family support contribute to a wide discrepancy in performance levels.
Feeder schools, 34.9% Victoria Albert; 13.2% Pinkham; 11.3% Dufferin

PROGRAM OBJECTIVE

Primary goal is to improve the learning environment for all students:
1) to establish a criteria for the identification of students with potential to excel in one (or both) of two major strands: Humanities and Sciences.
2) to develop leadership potential. 3) to involve the staff in the design and implementation of the program. 4) to provide enrichment for all students.
5) To utilize community resources. 6) To heighten awareness in the community of the gifts and talents of Hugh John Macdonald students.

PROJECT DESCRIPTION

Challenge activities will encompass individual small groups and large formats. The program will provide both opportunities for students to get out into the community and the community to come into the school.
Year I - Challenge facilitator will work with staff in identifying students. Activities will involve small and large groups. A process will be established for the development of changing talent pool of students.
Year II - Plan to increase the open door structure to include more students on a partial involvement basis. Classroom teachers will start to assume more responsibility for the programming as the facilitator branches into new areas.
Year III - Facilitator will gradually turn over responsibility to classroom teachers along with support staff. Teachers will utilize challenge activities as a regular part of their program. Challenge Facilitator will develop a written document outlining program.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Evaluation Plan is included.

RESOURCES REQUIRED

ME Contribution January - December, 1988		**Division Contribution**	
Resources &			
Materials:	$ 6,100.00	**Materials:**	
Personnel:	$23,300.00	**Personnel:**	
P.D. over 3 years	$ 3,000.00		
TOTAL PROJECT COSTS:	$32,400.00		

COMMENTS/CONTINGENCIES

The proposal addresses the concerns raised by Panel. (See Recommendation Sheet May, 1987).
Cecil Rhodes - Challenge Program

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to cover salary for .5 facilitator at $23,300.00, resources and materials at $6,100.00 and Professional Development at $3,000.00 to a maximum of $33,400.00.

That an interim report be submitted October 15, 1988, which addresses the objectives outlined in the evaluation.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY PROJECTS

Evaluation Plans - 1986-87

Name of Project: Pilot Challenge Program

Objective of the Project: To improve the learning environment for all students by providing both opportunities for talented students to develop their talents and to communicate their experiences to other students.

Purpose of Evaluation: To assess the specific topics indicated below to provide opportunities for adjustment of program. Evaluation in the first year should be formative rather than summative.

Specific Topics to be Evaluated:

1. To assess the appropriateness of
   - i) the overall design (three-year plan and suggested activities in each year)
   - ii) the identification criteria
   - iii) the objectives
2. To assess the level of involvement of the staff
3. To assess the attitudes of students
4. To review the information provided to the parents and to assess informally their perceptions of the program.

Personnel Assigned: Research Department

Percentage of Time Assigned:

Assistance from Others Required: Challenger Facilitator, School Personnel, Gifted and Talented Coordinator

Estimated Cost:

Reporting Deadline:

Interim Report: October 1, 1988

Final Report: October 1, 1989

Closing Date of Project:

SPECIAL PROJECTS UPDATE

REPORTS AND INFORMATION

REPORTS

WINNIPEG SCHOOL DIVISION NO. 1

REPORTS

PROJECT	DIVISION/SCHOOL	GRANT AMOUNT	PAGE NO.
Research Project: Needs of Native Children	Winnipeg #1 Alcoholism Foundation	$5,000	7-3

Ministry With Native People

410 Pritchard Ave., Winnipeg MB., R2W 2J6 *Tel. 586-8049*

29 October, 1987

RECEIVED
OCT 29 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

Ms. Susan Fonseca
Program Manager
Inner City Initiative
Education, Training &
Employment,
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Ms. Fonseca:

Re: Research Project - Needs of Native Children
File No. PR-SD1-357

Please find enclosed a program report and financial statement on the research project Needs of Native Children Whose Parents are Dependent on Alcohol and other drugs. funded by Core Area Initiative.

There is one small task left to do: a final report and statement - we plan to host a workshop for staff involved with families where alcohol is a problem, and share with them the study and the recommendations. Following that workshop we will submit a final report and return the unused portion of our grant.

Thank you for you support and patience with us.

Sincerely,

Verna McKay

Verna McKay

VM:cj

Enclosures

Ministry with Native People & Alcoholism Foundation of Manitoba
Research Study On The Needs of Native Children Whose Parents
Are Dependent On Alcohol and Other Drugs

Financial Statement - 30 October, 1987

Receipts

Grant (Core Area Initiatives)		$5,000.00

Disbursements

Research Staff		
Gloria Desrochers	$1,377.50	
Louise Lambert	311.27	
Travel/Mileage	398.80	
Children's Workshop	200.00	
	$2,287.57	

BALANCE: 30 October, 1987	$2,712.43

A RESEARCH STUDY

ON

THE NEEDS OF NATIVE CHILDREN WHOSE PARENTS ARE DEPENDENT ON ALCOHOL AND OTHER DRUGS

Sponsored by: Inner City Initiative, Education, Training and Employment, and
Ministry with Native People Board, United Church of Canada.

This study on Native children whose parents are dependent on alcohol and other drugs was co-sponsored by the Ministry with Native People Board, Winnipeg Presbytery of the United Church of Canada, and Inner City Initiative, Education, Training and Employment. This study was initiated by a working group that included staff of the Ministry with Native People and the Alcoholism Foundation of Manitoba. The specific concerns of this working group were to discover ways to meet the urgent needs of Native children who are growing up in families where the parents are dependent on alcohol and other drugs, and in a neighbourhood with a high percentage of Indian people. This study provided part time employment for one university student. It is expected that additional positions of employment will be created to continue assisting the working group upon completion of the initial study.

Initially the student researcher was provided with the mandate of the Ministry with Native People Board and the working group. By doing this, the researcher was able to understand the research needs of the working group. One of the research needs was to determine when parental alcohol abuse is most detrimental to children, with special attention paid to the periods of age 6 and 7, early adolescence, and late adolescence. Another area of research was to determine what specifically

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the working group could do to meet some of the needs. The working group left the basis of methodology to the researcher, with some consultation with the group.

Three areas of study were identified. The working group was concerned with the area surrounding three possible types of chemical dependency prevention programs: 1) Kindergarten to Grade 6 school curriculum, and school staff training, presently in place; 2) support groups for high risk native children; 3) support group training workshops for adults who work with native children. It was in these areas that the working group felt that there is hope to discover how the children of native alcoholic persons may find resources to deal with the behaviour characteristic of chemical abuse in the home. It is hoped to discover how support groups can develop strategies which will strengthen the identity of native children, and mobilize help from the native community, drawing on native culture and values.

The researcher also needed to examine three aspects that might affect the research. 1) The researcher had lived in the environment in question for years. The advantage to this was that the researcher would fully understand the needs and/or concerns of the area residents. The disadvantage was that the researcher might have preconceptions about the area, that would cause her to underresearch certain areas of information. 2) The researcher

found it useful to examine where present treatment methods are. "The growing awareness that Alcoholism is a major public health problem, a chronic disease and not a moral failing or a criminal offense, has contributed to marked improvements in its treatment. By all accounts, more alcoholics are getting help each year, and the average age at which they reach treatment has dropped. There is also more help available for spouses of alcoholics, much of it provided by Al-Anon Family Groups. Al-Anon, a self-help organization, has four characteristics which are hard to beat: it is free, lifelong, everywhere, and extraordinarily effective for many people.

But, children of alcoholics remain almost as neglected a population today as they were ten or twenty years ago. Alateen, a self-help organization sponsored by Al-Anon for adolescents who are worried about the drinking of someone they love, can be enormously beneficial to those who attend regularly. In addition, an increasing number of alcoholism treatment programs are offering services to family members viewed not as potential accessories or saboteurs of the alcoholic's recovery, but as people with serious and treatable needs of their own.

However, the number of children actually reached through both approaches is relatively small, certainly not more than 5 - 10% of those living with parental alcoholism. And the

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great majority of these receive help only after either the alcoholic or non-alcoholic parent has acknowledged the problem and sougt assistance. Most children of alcoholics have no one, least of all their parents and relatives, who help them understand what is going on in the home, their own powerful and frightening emotions or their own and their parents' inexplicable behavior." (Deutsch, 1983).

The third aspect that had to be examined, was that alcoholism has sometimes been described as the 'three generation' disease, passed from parent to child, to the child's child. It is a problem that just doesn't seem to be going away.

With this information, the researcher developed a methodology that would help us look at 'the children of alcoholic parents', keeping in mind the mandate of the working group.

METHODOLOGY

1) The researcher reviewed existing literature (books, articles, reports) on the subject of children of alcoholic parents. The researcher sought out information from sources at the Alcoholism Foundation of Manitoba, resource centre, and library, and the University of Manitoba, Native Studies Department. The major problem with this method was that much of the literature doesn't pertain to native people

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and most of the information came from the United States. This however, proved to be an excellent starting point.

2) The researcher derived three major questions to ask the Indian/Native movers/shakers in Native organizations. A) How did you achieve your goals in life up to today? B) What do you know o Native children of alcoholic parents? C) How would you go about organizing this program?

The researcher made a conscious effort to interview a fair cross section of organizations - church organizations, government, agencies, schools and native cultural groups. Some of the organizations that were approached did not want to participate in the study. The researcher also encouraged any recommendations that they had to offer.

The difficulty here was that there was a time constraint on the project. Many of the representatives of the organizations interviewed no longer lived in the area and it was felt that they may not be sensitive to the needs and concerns experienced by families presently in the situation.

3) Although interviewing these organizations proved to be valuable, it was decided that a third stage should be employed to obtain the opinions of recovered alcoholics and their families. At this stage the researcher began to have difficulties with her studies

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at the University of Manitoba and this study was laid aside. At the end of January we decided to hire another researcher and it was hoped the program would be completed by April 1, 1987. It was not possible to keep that time line.

The new researcher devised a questionnaire. The questions asked for information about a) kinds of problems at home, b) kinds of resources we need to help, c) what are existing resources, d) age group. The researcher made a conscious effort to get a wide cross-section of respondents. For example, the interviewing took place in the evenings and during the weekends. This proved to be valuable source of information. There were, however, a number of problems encountered. 1. The researcher had a time constraint, there was only time to interview 28 native people for sample. If there had been more time, a larger sample would have been undertaken. 2. The questionnaire was purposely short. It was felt that the native people would not want to take time to answer a long questionnaire or would become disinterested if there were too many questions. The largest proportion of the respondents were recovering alcoholics where it was often found that questions could not be answered. The respondent answered the questions according to their own experience and interpretations.

The results of the survey were varied. Some of the

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hypothesis formed from the initial reading proved to be true, and some of the results did reflect the information gained from native organizations. In all samples, it was found that more female than males were interviewed. The average percentage among the sample were 68% female, and 32% male. Two females, 7%, were physically abused as children; three females, 11%, had been sexually abused, 50% of the women were physically abused in their marriage, only one male, 4%, admitted to physically abusing his wife. There was a total of 143 siblings in the 28 families, or 5 per family.

The other breakdown of respondents is as follows. For sample one, highest percentage of respondents came from female single parents, 80%. The next highest were female, married, with the male at 40%. The next three respondent groups were widow (female 10%), single (female and male 20%), and divorced (female 30%, male 20%).

The first question referred to kinds of problems that children of alcoholics have. The general results were that most of the repondents had lived in an alcoholic family while growing up. This answer was correlated highest with native female single parents, growing up in emotionally, spiritually, and economically unstable families. The researcher had hypothesized that most of the respondents became isolated and afraid

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of people and authority figures. However, it was discovered that overall, most of the respondents were frightened by angry people and any personal criticism, it also indicated that 72% of the sample became alcoholics, married them, or both. Another group of respondents 33%, became overachievers, but usually ended up with guilt feelings, when they stood up for themselves and instead usually gave in to others. High rates of parental separation 80%, were reported by the respondents. Other areas of concern were parental fighting and quarelling, and most were present during parental fights which results in the lack of family cohesiveness.

Another area of concern was the violence in the families. Four respondents reported aggressive arguments in their families. The most serious when father and his friends would become very violent to children and everyone would leave the home in the middle of the night. One respondent reported that she was force by her spouse to prostitute herself for 8 years so he didn't have to work. In the end she deliberately shoplifted and got caught, so she could be sent to jail to get away from him.

Another respondent reported the high degree of abuse in her home, where fighting and abusive behavior was common. Although this issue is hidden, it was very

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important to most respondents. It was felt by one respondent that due to lack of parental supervision, she dropped out of school at an early age, and started to use alcohol around the age of 9, and in later years became an abusive parent.

Another woman felt the fear and pain of a violent family began her on the road to alcoholism. She believed, "When kids begin to drink today, it's not for fun, but to blot out the feelings, and pain." Another issue raised, was that she never believed until recently, that her problems in adulthood had direct links to her childhood.

Of the respondents who report violence, it was found that there was a high need for understanding these issues, along with before and after school programs, more youth activities, and teenage youth activities. The researcher realized that due to lack of data, conclusions about family violence should be further investigated.

A short section explored was the ability for young people to obtain alcohol. It was found that along with parental drinking, a high majority of the young people had older siblings who used alcohol (65%), and were able to find alcohol in their home after all the adults were passed out, (90%). They also had no access to reliable

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help when needed in time of violence.

The final section of the survey was on the professionals and adults who work or are concerned about native children of alcoholic parents. First repondents were asked what kinds of service were available to the young people whose parents are alcoholics and whether it would help them. It was found that of those respondents who lived through the alcoholic family experience expressed a deep concern that native people should work with native children. Other respondents mentioned that developing pride in the young native person was of prime importance. The next question was "what do you think is needed to make the pain go away?" Of the 30% that responded, the answers ranged from more recreational programs, to drop-in centres. Many of the respondents expressed the need for cultural and self awareness groups, and that teaching staff should enhance their knowledge in these areas. And finally, there are many native children who are being left in or returned to alcoholic, abusive situations, and these situations will rarely improve without direct intervention.

In conclusion, it was found that the results from this survey were fairly accurate given the time constraints and staffing problems. The problems of native children from alcoholic homes, which may be violent or not, are extensive and severe, whether seen on the street, or in a soc-

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ial agency. These children need shelter, food and clothing. They need a safe adult environment (native) which provides protection, security, encouragement and affection. The alcoholic parents of these children have extreme difficulty providing these necessities for their children, primarily due to the native alcoholic parents experiencing problems of living themselves.

Life has been chaos for most of these native parents, they learned at a young age that living is a matter of doing what you must do in order to survive. In their children there is either no structure or there is overwhelming restrictive structures, and no intelligible system of standards, and no protection from a harsh and capricious adult world.

For their children, life continues to be a matter of survival. Their right to be children and their needs are disregarded, even by themselves. They are troubled, and many of them are abused. By the time they are adolescents many of them are repeating the pattern of their parent's lives. Over 30% of the children coming into government care are adolescents, and many of them run away. More native adolescent youth are filling the city's youth emergency shelters, and more of them are living on the streets.

With these concerns in mind, the following recommendations are presented as actions which can be taken at

this time to help these native children.

1. There is an urgent and continued need for education:
   a) Education for families (parents and children) on alcohol and chemical abuse. This needs to begin when the children are very young and continue on through adolescence.
   b) Education and training for all workers who are involved with families where alcohol is a problem.
   c) Education for teachers who work with kids from homes where alcohol is a problem.
   d) Community based resource centres.

2. There is a need for more public advertising that will point out the dangers in alcohol and chemical abuse, and where help is available.

3. There is a need for the children to be given opportunities to share their experiences, to acquire information re alcohol and chemical abuse and to be assured that the family problem is not their fault.